

ABSTRACT

Exploring the Home Literacy Environment: An Inquiry Into the Academic Achievement of Standard Two Students at a Denominational Primary School in Tobago

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This study explored the home literacy environment and investigated its impact on the academic achievement of Standard 2 students at a denominational school in Trinidad and Tobago. Data were collected through interviews with two students, their parents, and teacher, as well as through observations. The students' achievement were measured against the results of the Standard 1 National Test in Mathematics and Language Arts, 2012. Analysis of the data showed that the home environment contributed to the academic achievement of the students. The findings revealed that: 1) the adult participants' conceptual understanding of the effect of the home literacy environment on the students' academic achievement was that the environment played a pivotal role in the students' performance in the classroom; 2) by creating an environment within the home where literacy practices were performed regularly, an awareness was kindled within the students that transferred to the classroom, thereby guiding the students' performance; 3) literacy activities conducted in the home defined the literacy environment, and these varied according to type, quantity, and individuals who performed them; and 4) the teacher and the parents recognized the need for collaboration between the home and the school.

Keywords: Primary school students; Case studies; Denominational schools; Academic achievement; Home environment; Literacy practices; Tobago; Trinidad and Tobago.